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Appendix A: Supporting Legislation

One Hundred Seventh Congress of the United States of America

AT THE SECOND SESSION

*Begun and held at the City of Washington on Wednesday,
the twenty-third day of January, two thousand and two*

An Act

To provide for improvement of Federal education research, statistics, evaluation, information, and dissemination, and for other purposes.

*Be it enacted by the Senate and House of Representatives of
the United States of America in Congress assembled,*

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TITLE I—EDUCATION SCIENCES REFORM

SEC. 101. SHORT TITLE.

This title may be cited as the “Education Sciences Reform Act of 2002”.

SEC. 102. DEFINITIONS.

In this title:

(1) **IN GENERAL.**—The terms “elementary school”, “secondary school”, “local educational agency”, and “State educational agency” have the meanings given those terms in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801) and the terms “freely associated states” and “outlying area” have the meanings given those terms in section 1121(c) of such Act (20 U.S.C. 6331(c)).

(2) **APPLIED RESEARCH.**—The term “applied research” means research—

(A) to gain knowledge or understanding necessary for determining the means by which a recognized and specific need may be met; and

(B) that is specifically directed to the advancement of practice in the field of education.

(3) **BASIC RESEARCH.**—The term “basic research” means research—

(D) coordinate the activities of the National Center for Education Evaluation and Regional Assistance with other evaluation activities in the Department;

(E) review and, where feasible, supplement Federal education program evaluations, particularly those by the Department, to determine or enhance the quality and relevance of the evidence generated by those evaluations;

(F) establish evaluation methodology; and

(G) assist the Director in the preparation of the biennial report, as described in section 119.

(2) ADDITIONAL REQUIREMENTS.—Each evaluation conducted by the National Center for Education Evaluation and Regional Assistance pursuant to paragraph (1) shall—

(A) adhere to the highest possible standards of quality for conducting scientifically valid education evaluation; and

(B) be subject to rigorous peer-review.

(b) ADMINISTRATION OF EVALUATIONS UNDER TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965.—The Evaluation and Regional Assistance Commissioner, consistent with the mission of the National Center for Education Evaluation and Regional Assistance under section 171(b), shall administer all operations and contracts associated with evaluations authorized by part E of title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6491 et seq.) and administered by the Department as of the date of enactment of this Act.

SEC. 174. REGIONAL EDUCATIONAL LABORATORIES FOR RESEARCH, DEVELOPMENT, DISSEMINATION, AND TECHNICAL ASSISTANCE.

(a) REGIONAL EDUCATIONAL LABORATORIES.—The Director shall enter into contracts with entities to establish a networked system of 10 regional educational laboratories that serve the needs of each region of the United States in accordance with the provisions of this section. The amount of assistance allocated to each laboratory by the Evaluation and Regional Assistance Commissioner shall reflect the number of local educational agencies and the number of school-age children within the region served by such laboratory, as well as the cost of providing services within the geographic area encompassed by the region.

(b) REGIONS.—The regions served by the regional educational laboratories shall be the 10 geographic regions served by the regional educational laboratories established under section 941(h) of the Educational Research, Development, Dissemination, and Improvement Act of 1994 (as such provision existed on the day before the date of enactment of this Act).

(c) ELIGIBLE APPLICANTS.—The Director may enter into contracts under this section with research organizations, institutions, agencies, institutions of higher education, or partnerships among such entities, or individuals, with the demonstrated ability or capacity to carry out the activities described in this section, including regional entities that carried out activities under the Educational Research, Development, Dissemination, and Improvement Act of 1994 (as such Act existed on the day before the date of enactment of this Act) and title XIII of the Elementary and Secondary Education Act of 1965 (as such title existed on the day before the date of enactment of the No Child Left Behind Act of 2001 (Public Law 107–110)).

(d) APPLICATIONS.—

(1) SUBMISSION.—Each applicant desiring a contract under this section shall submit an application at such time, in such manner, and containing such information as the Director may reasonably require.

(2) PLAN.—Each application submitted under paragraph (1) shall contain a 5-year plan for carrying out the activities described in this section in a manner that addresses the priorities established under section 207 and addresses the needs of all States (and to the extent practicable, of local educational agencies) within the region to be served by the regional educational laboratory, on an ongoing basis.

(e) ENTERING INTO CONTRACTS.—

(1) IN GENERAL.—In entering into contracts under this section, the Director shall—

(A) enter into contracts for a 5-year period; and

(B) ensure that regional educational laboratories established under this section have strong and effective governance, organization, management, and administration, and employ qualified staff.

(2) COORDINATION.—In order to ensure coordination and prevent unnecessary duplication of activities among the regions, the Evaluation and Regional Assistance Commissioner shall—

(A) share information about the activities of each regional educational laboratory awarded a contract under this section with each other regional educational laboratory awarded a contract under this section and with the Department of Education, including the Director and the Board;

(B) oversee a strategic plan for ensuring that each regional educational laboratory awarded a contract under this section increases collaboration and resource-sharing in such activities;

(C) ensure, where appropriate, that the activities of each regional educational laboratory awarded a contract under this section also serve national interests; and

(D) ensure that each regional educational laboratory awarded a contract under this section coordinates such laboratory's activities with the activities of each other regional technical assistance provider.

(3) OUTREACH.—In conducting competitions for contracts under this section, the Director shall—

(A) actively encourage eligible entities to compete for such awards by making information and technical assistance relating to the competition widely available; and

(B) seek input from the chief executive officers of States, chief State school officers, educators, and parents regarding the need for applied research, wide dissemination, training, technical assistance, and development activities authorized by this title in the regions to be served by the regional educational laboratories and how those educational needs could be addressed most effectively.

(4) OBJECTIVES AND INDICATORS.—Before entering into a contract under this section, the Director shall design specific objectives and measurable indicators to be used to assess the particular programs or initiatives, and ongoing progress and performance, of the regional educational laboratories, in order to ensure that the educational needs of the region are being

met and that the latest and best research and proven practices are being carried out as part of school improvement efforts.

(5) STANDARDS.—The Evaluation and Regional Assistance Commissioner shall establish a system for technical and peer review to ensure that applied research activities, research-based reports, and products of the regional educational laboratories are consistent with the research standards described in section 134 and the evaluation standards adhered to pursuant to section 173(a)(2)(A).

(f) CENTRAL MISSION AND PRIMARY FUNCTION.—Each regional educational laboratory awarded a contract under this section shall support applied research, development, wide dissemination, and technical assistance activities by—

(1) providing training (which may include supporting internships and fellowships and providing stipends) and technical assistance to State educational agencies, local educational agencies, school boards, schools funded by the Bureau as appropriate, and State boards of education regarding, at a minimum—

(A) the administration and implementation of programs under the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.);

(B) scientifically valid research in education on teaching methods, assessment tools, and high quality, challenging curriculum frameworks for use by teachers and administrators in, at a minimum—

(i) the core academic subjects of mathematics, science, and reading;

(ii) English language acquisition;

(iii) education technology; and

(iv) the replication and adaption of exemplary and promising practices and new educational methods, including professional development strategies and the use of educational technology to improve teaching and learning; and

(C) the facilitation of communication between educational experts, school officials, and teachers, parents, and librarians, to enable such individuals to assist schools to develop a plan to meet the State education goals;

(2) developing and widely disseminating, including through Internet-based means, scientifically valid research, information, reports, and publications that are usable for improving academic achievement, closing achievement gaps, and encouraging and sustaining school improvement, to—

(A) schools, districts, institutions of higher education, educators (including early childhood educators and librarians), parents, policymakers, and other constituencies, as appropriate, within the region in which the regional educational laboratory is located; and

(B) the National Center for Education Evaluation and Regional Assistance;

(3) developing a plan for identifying and serving the needs of the region by conducting a continuing survey of the educational needs, strengths, and weaknesses within the region, including a process of open hearings to solicit the views of schools, teachers, administrators, parents, local educational

agencies, librarians, and State educational agencies within the region;

(4) in the event such quality applied research does not exist as determined by the regional educational laboratory or the Department, carrying out applied research projects that are designed to serve the particular educational needs (in pre-kindergarten through grade 16) of the region in which the regional educational laboratory is located, that reflect findings from scientifically valid research, and that result in user-friendly, replicable school-based classroom applications geared toward promoting increased student achievement, including using applied research to assist in solving site-specific problems and assisting in development activities (including high-quality and on-going professional development and effective parental involvement strategies);

(5) supporting and serving the educational development activities and needs of the region by providing educational applied research in usable forms to promote school-improvement, academic achievement, and the closing of achievement gaps and contributing to the current base of education knowledge by addressing enduring problems in elementary and secondary education and access to postsecondary education;

(6) collaborating and coordinating services with other technical assistance providers funded by the Department of Education;

(7) assisting in gathering information on school finance systems to promote improved access to educational opportunities and to better serve all public school students;

(8) assisting in gathering information on alternative administrative structures that are more conducive to planning, implementing, and sustaining school reform and improved academic achievement;

(9) bringing teams of experts together to develop and implement school improvement plans and strategies, especially in low-performing or high poverty schools; and

(10) developing innovative approaches to the application of technology in education that are unlikely to originate from within the private sector, but which could result in the development of new forms of education software, education content, and technology-enabled pedagogy.

(g) ACTIVITIES.—Each regional educational laboratory awarded a contract under this section shall carry out the following activities:

(1) Collaborate with the National Education Centers in order to—

(A) maximize the use of research conducted through the National Education Centers in the work of such laboratory;

(B) keep the National Education Centers apprised of the work of the regional educational laboratory in the field; and

(C) inform the National Education Centers about additional research needs identified in the field.

(2) Consult with the State educational agencies and local educational agencies in the region in developing the plan for serving the region.

(3) Develop strategies to utilize schools as critical components in reforming education and revitalizing rural communities in the United States.

(4) Report and disseminate information on overcoming the obstacles faced by educators and schools in high poverty, urban, and rural areas.

(5) Identify successful educational programs that have either been developed by such laboratory in carrying out such laboratory's functions or that have been developed or used by others within the region served by the laboratory and make such information available to the Secretary and the network of regional educational laboratories so that such programs may be considered for inclusion in the national education dissemination system.

(h) GOVERNING BOARD AND ALLOCATION.—

(1) IN GENERAL.—In carrying out its responsibilities, each regional educational laboratory awarded a contract under this section, in keeping with the terms and conditions of such laboratory's contract, shall—

(A) establish a governing board that—

(i) reflects a balanced representation of—

(I) the States in the region;

(II) the interests and concerns of regional constituencies; and

(III) technical expertise;

(ii) includes the chief State school officer or such officer's designee of each State represented in such board's region;

(iii) includes—

(I) representatives nominated by chief executive officers of States and State organizations of superintendents, principals, institutions of higher education, teachers, parents, businesses, and researchers; or

(II) other representatives of the organizations described in subclause (I), as required by State law in effect on the day before the date of enactment of this Act;

(iv) is the sole entity that—

(I) guides and directs the laboratory in carrying out the provisions of this subsection and satisfying the terms and conditions of the contract award;

(II) determines the regional agenda of the laboratory;

(III) engages in an ongoing dialogue with the Evaluation and Regional Assistance Commissioner concerning the laboratory's goals, activities, and priorities; and

(IV) determines at the start of the contract period, subject to the requirements of this section and in consultation with the Evaluation and Regional Assistance Commissioner, the mission of the regional educational laboratory for the duration of the contract period;

(v) ensures that the regional educational laboratory attains and maintains a high level of quality in the laboratory's work and products;

(vi) establishes standards to ensure that the regional educational laboratory has strong and effective governance, organization, management, and administration, and employs qualified staff;

(vii) directs the regional educational laboratory to carry out the laboratory's duties in a manner that will make progress toward achieving the State education goals and reforming schools and educational systems; and

(viii) conducts a continuing survey of the educational needs, strengths, and weaknesses within the region, including a process of open hearings to solicit the views of schools and teachers; and

(B) allocate the regional educational laboratory's resources to and within each State in a manner which reflects the need for assistance, taking into account such factors as the proportion of economically disadvantaged students, the increased cost burden of service delivery in areas of sparse populations, and any special initiatives being undertaken by State, intermediate, local educational agencies, or Bureau-funded schools, as appropriate, which may require special assistance from the laboratory.

(2) SPECIAL RULE.—If a regional educational laboratory needs flexibility in order to meet the requirements of paragraph (1)(A)(i), the regional educational laboratory may select not more than 10 percent of the governing board from individuals outside those representatives nominated in accordance with paragraph (1)(A)(iii).

(i) DUTIES OF GOVERNING BOARD.—In order to improve the efficiency and effectiveness of the regional educational laboratories, the governing boards of the regional educational laboratories shall establish and maintain a network to—

(1) share information about the activities each laboratory is carrying out;

(2) plan joint activities that would meet the needs of multiple regions;

(3) create a strategic plan for the development of activities undertaken by the laboratories to reduce redundancy and increase collaboration and resource-sharing in such activities; and

(4) otherwise devise means by which the work of the individual laboratories could serve national, as well as regional, needs.

(j) EVALUATIONS.—The Evaluation and Regional Assistance Commissioner shall provide for independent evaluations of each of the regional educational laboratories in carrying out the duties described in this section in the third year that such laboratory receives assistance under this section in accordance with the standards developed by the Evaluation and Regional Assistance Commissioner and approved by the Board and shall transmit the results of such evaluations to the relevant committees of Congress, the Board, and the appropriate regional educational laboratory governing board.

(k) **RULE OF CONSTRUCTION.**—No regional educational laboratory receiving assistance under this section shall, by reason of the receipt of that assistance, be ineligible to receive any other assistance from the Department of Education as authorized by law or be prohibited from engaging in activities involving international projects or endeavors.

(l) **ADVANCE PAYMENT SYSTEM.**—Each regional educational laboratory awarded a contract under this section shall participate in the advance payment system at the Department of Education.

(m) **ADDITIONAL PROJECTS.**—In addition to activities authorized under this section, the Director is authorized to enter into contracts or agreements with a regional educational laboratory for the purpose of carrying out additional projects to enable such regional educational laboratory to assist in efforts to achieve State education goals and for other purposes.

(n) **ANNUAL REPORT AND PLAN.**—Not later than July 1 of each year, each regional educational laboratory awarded a contract under this section shall submit to the Evaluation and Regional Assistance Commissioner—

(1) a plan covering the succeeding fiscal year, in which such laboratory's mission, activities, and scope of work are described, including a general description of the plans such laboratory expects to submit in the remaining years of such laboratory's contract; and

(2) a report of how well such laboratory is meeting the needs of the region, including a summary of activities during the preceding year, a list of entities served, a list of products, and any other information that the regional educational laboratory may consider relevant or the Evaluation and Regional Assistance Commissioner may require.

(o) **CONSTRUCTION.**—Nothing in this section shall be construed to require any modifications in a regional educational laboratory contract in effect on the day before the date of enactment of this Act.

PART E—GENERAL PROVISIONS

SEC. 181. INTERAGENCY DATA SOURCES AND FORMATS.

The Secretary, in consultation with the Director, shall ensure that the Department and the Institute use common sources of data in standardized formats.

SEC. 182. PROHIBITIONS.

(a) **NATIONAL DATABASE.**—Nothing in this title may be construed to authorize the establishment of a nationwide database of individually identifiable information on individuals involved in studies or other collections of data under this title.

(b) **FEDERAL GOVERNMENT AND USE OF FEDERAL FUNDS.**—Nothing in this title may be construed to authorize an officer or employee of the Federal Government to mandate, direct, or control the curriculum, program of instruction, or allocation of State or local resources of a State, local educational agency, or school, or to mandate a State, or any subdivision thereof, to spend any funds or incur any costs not provided for under this title.

(c) **ENDORSEMENT OF CURRICULUM.**—Notwithstanding any other provision of Federal law, no funds provided under this title to the Institute, including any office, board, committee, or center of

Appendix B: Teacher Background Information

Classroom Assessment FOR Student Learning Study

Teacher Background Information

Please provide the information below, then click Next to enter.

First name:

Last name:

School name:

REL Central's policy for the protection of research participants follows federal guidelines. Responses to this data collection will be used only for statistical purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific district, school, or individual. We will not provide information that identifies you or your district or school to anyone outside the study team, except as required by law.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is xxxx-xxxx. The time required to complete this information collection is estimated to average 15 minutes per respondent, including the time to review instructions, gather the data needed, and complete and review the information collected. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Sandra Garcia, Institute of Education Sciences, 555 New Jersey Avenue, S.W., Room 506C, Washington, D.C. 20208-4651.

Next >

Teacher Background Information

Please answer the following questions for the 2007-2008 school year.

1. Which grade(s) do you teach?

a. 4th grade?

☐ Yes ☐ No

b. 5th grade?

☐ Yes ☐ No

2. Including this year, how many years have you:

a. been a teacher?

b. taught your current grade level(s)?

c. taught math?

d. taught math to your current grade level(s)?

e. worked at your current school?

3. How many students are enrolled in your class?

4. Approximately what percentage of your students have been in your class since the beginning of the school year?

5. How similar are the math curriculum and instruction in your class to that of other teachers at your grade level in your school?

- ☐ 1 Not at all similar
- ☐ 2
- ☐ 3 Somewhat similar
- ☐ 4
- ☐ 5 Very similar

6. What is your most advanced degree?

- ☐ Bachelor's

- ☐ Master's
- ☐ Ph.D. or Ed.D.
- ☐ Other

7. What is your gender?

- ☐ Male
- ☐ Female

8. Are you of Hispanic or Latino origin?

- ☐ Yes
- ☐ No

9. What is your race? Select one or more races to indicate what you consider yourself to be.

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African-American
- ☐ Native Hawaiian or other Pacific Islander
- ☐ White

Thank you for completing the Teacher Background Information sheet!

Click the Finish button below to submit your entry.

Finish

Appendix C: Survey of Professional Development Activities

Note: Following is the Survey of Professional Development Activities for the intervention teachers. It asks teachers to report on all professional development activities they participated in during the reporting period, excluding CASL. The survey for the control teachers is exactly the same, except without the warnings not to include any CASL activities.



Classroom Assessment FOR Student Learning Study

Survey of Professional Development Activities

Occurring from July 1, 2007 through October XX, 2007

Please provide the information below, then click Next to enter the log.

First name:

Last name:

School name:

I

REL Central's policy for the protection of research participants follows federal guidelines. Responses to this data collection will be used only for statistical purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific district, school, or individual. We will not provide information that identifies you or your district or school to anyone outside the study team, except as required by law.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is xxxx-xxxx. The time required to complete this information collection is estimated to average 10 minutes per respondent, including the time to review instructions, gather the data needed, and complete and review the information collected. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Sandra Garcia, Institute of Education Sciences, 555 New Jersey Avenue, S.W., Room 506C, Washington, D.C. 20208-4651.

Next >

Survey of Professional Development Activities

1. Did you participate in any of the following professional development activities any time from July 1 to Oct. XX, OTHER THAN YOUR WORK ON CASL?

- ☐ Workshop
- ☐ Institute
- ☐ Conference
- ☐ College course
- ☐ Teacher network
- ☐ Internship or immersion activity
- ☐ Teacher committee or task force
- ☐ Teacher study group
- ☐ Work with a mentor or coach
- ☐ Other professional development activity
- ☐ I did not participate in any professional development during the time specified.

This log was adapted from the Teacher Activity Survey as published in Designing Effective Professional Development: Lessons from the Eisenhower Program, U.S. Department of Education, Office of the Under Secretary, Planning and Evaluation Service, Washington, D.C., 1999.

Next >

Activity A

A1. Please give the name of the professional development activity you participated in during the time period of July 1-Oct. XX that you feel impacted your practice the most, EXCLUDING YOUR WORK ON CASL.

Count a program of on-going professional development that took place on different dates over several weeks or months, such as a summer institute with follow-up workshops or an on-going teacher study group, as ONE professional development activity.

A2. Have you reported on this activity in a previous log entry?

- ☐ Yes
- ☐ No
- ☐ I don't remember

Next >

Activity A continued

A3. Please briefly describe the topic and purpose of this activity.

A4. Over what period of time was/is the activity spread, including the main activity and any formal preliminary or follow-up sessions? (Check one response.)

- ☐ Less than one day
- ☐ One day
- ☐ Two to four days
- ☐ A week
- ☐ Two to three weeks
- ☐ A month
- ☐ Two to six months
- ☐ Seven months to a year
- ☐ More than a year

A5. As part of this activity, did you meet regularly, over the course of several weeks or months, with a group of educators to discuss and reflect on the material being learned?

- ☐ Yes
- ☐ No

A6. Which subject area(s) did the activity cover? (Check all that apply.)

- ☐ Math
- ☐ Science

- ☐ Reading
- ☐ Writing
- ☐ Social studies
- ☐ Health related
- ☐ Activity was not specific to any one subject area
- ☐ Other subject(s) (please specify:)

Next >

Activity A continued

How much emphasis did the activity give to ...

A7. Curriculum (e.g., units, textbooks, standards)?

☐ No emphasis ☐ Minor emphasis ☐ Major emphasis

A8. Working with content standards (e.g., understanding, unpacking, simplifying, aligning instruction to standards)?

☐ No emphasis ☐ Minor emphasis ☐ Major emphasis

A9. Instructional methods?

☐ No emphasis ☐ Minor emphasis ☐ Major emphasis

A10. Increasing student involvement in learning?

☐ No emphasis ☐ Minor emphasis ☐ Major emphasis

A11. Formative assessments (e.g., developing, selecting, and using assessment in the classroom)?

☐ No emphasis ☐ Minor emphasis ☐ Major emphasis

A12. Communicating assessment results to students?

☐ No emphasis ☐ Minor emphasis ☐ Major emphasis

A13. Using assessment results to guide instruction (i.e., to make adjustments in instructional strategies or lesson plans)?

☐ No emphasis ☐ Minor emphasis ☐ Major emphasis

A14. Use of technology in instruction (e.g., computers, graphing calculators)?

☐ No emphasis ☐ Minor emphasis ☐ Major emphasis

A15. Strategies for teaching diverse student populations (e.g., students with disabilities, from underrepresented populations, economically disadvantaged, range of abilities)?

☐ No emphasis ☐ Minor emphasis ☐ Major emphasis

A16. Leadership development?

☐ No emphasis ☐ Minor emphasis ☐ Major emphasis

A17. State-wide assessment or standardized testing?

☐ No emphasis ☐ Minor emphasis ☐ Major emphasis

A18. Other (please describe)

☐ No emphasis ☐ Minor emphasis ☐ Major emphasis

Next >

Activity A continued

A19. Between July 1 and Oct. xx, including the main activity and any preliminary activities or formal follow-up sessions, how many hours were you engaged in this activity overall? Round your answer to the nearest whole hour.

A20. Please indicate if you engaged in any of the following during this activity (check all that apply).

- ☐ Had someone observe and provide feedback on your teaching
- ☐ Presented material or instructed others
- ☐ Lead a discussion

A21. Have you discussed or shared what you learned with others in your school who did NOT attend the activity?

- ☐ Yes
- ☐ No

A22. Was this activity consistent with your own goals for your professional development?

- ☐ Yes
- ☐ No

A23. Was this activity aligned with state content standards?

- ☐ Yes
- ☐ No

A24. Please rate the overall quality of the activity, including the main activity and any preliminary activities or formal follow-up sessions.

- ☐ Excellent
- ☐ Good

☐ Fair

☐ Poor

A25. Please indicate the degree of impact you expect the activity to have on your classroom practices.

☐ High

☐ Medium

☐ Low

☐ None

Next >

Activity B

2. Did you participate in any other professional development activities from July 1 - Oct. xx, EXCLUDING YOUR WORK ON CASL?

☐ Yes

☐ No

Next >

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Activity B

B1. Please give the name of the professional development activity you participated in during the time period of July 1-Oct. XX that you feel impacted your practice the SECOND most, EXCLUDING YOUR WORK ON CASL.

Count a program of on-going professional development that took place on different dates over several weeks or months, such as a summer institute with follow-up workshops or an on-going teacher study group, as ONE professional development activity.

B2. Have you reported on this activity in a previous log entry?

- ☐ Yes
- ☐ No
- ☐ I don't remember

Next >

Activity B continued

B3. Please briefly describe the topic and purpose of this activity.

B4. Over what period of time was/is the activity spread, including the main activity and any formal preliminary or follow-up sessions? (Check one response.)

- ☐ Less than one day
- ☐ One day
- ☐ Two to four days
- ☐ A week
- ☐ Two to three weeks
- ☐ A month
- ☐ Two to six months
- ☐ Seven months to a year
- ☐ More than a year

B5. As part of this activity, did you meet regularly, over the course of several weeks or months, with a group of educators to discuss and reflect on the material being learned?

- ☐ Yes
- ☐ No

B6. Which subject area(s) did the activity cover? (Check all that apply.)

- ☐ Math
- ☐ Science

- ☐ Reading
- ☐ Writing
- ☐ Social studies
- ☐ Health related
- ☐ Activity was not specific to any one subject area
- ☐ Other subject(s) (please specify:)

Next >

Activity B continued

How much emphasis did the activity give to ...

B7. Curriculum (e.g., units, textbooks, standards)?

☐ No emphasis ☐ Minor emphasis ☐ Major emphasis

B8. Working with content standards (e.g., understanding, unpacking, simplifying, aligning instruction to standards)?

☐ No emphasis ☐ Minor emphasis ☐ Major emphasis

B9. Instructional methods?

☐ No emphasis ☐ Minor emphasis ☐ Major emphasis

AB0. Increasing student involvement in learning?

☐ No emphasis ☐ Minor emphasis ☐ Major emphasis

B11. Formative assessments (e.g., developing, selecting, and using assessment in the classroom)?

☐ No emphasis ☐ Minor emphasis ☐ Major emphasis

B12. Communicating assessment results to students?

☐ No emphasis ☐ Minor emphasis ☐ Major emphasis

B13. Using assessment results to guide instruction (i.e., to make adjustments in instructional strategies or lesson plans)?

☐ No emphasis ☐ Minor emphasis ☐ Major emphasis

B14. Use of technology in instruction (e.g., computers, graphing calculators)?

☐ No emphasis ☐ Minor emphasis ☐ Major emphasis

B15. Strategies for teaching diverse student populations (e.g., students with disabilities, from underrepresented populations, economically disadvantaged, range of abilities)?

☐ No emphasis ☐ Minor emphasis ☐ Major emphasis

B16. Leadership development?

☐ No emphasis ☐ Minor emphasis ☐ Major emphasis

B17. State-wide assessment or standardized testing?

☐ No emphasis ☐ Minor emphasis ☐ Major emphasis

B18. Other (please describe)

☐ No emphasis ☐ Minor emphasis ☐ Major emphasis

Next >

Activity B continued

B19. Between July 1 and Oct. xx, including the main activity and any preliminary activities or formal follow-up sessions, how many hours were you engaged in this activity overall? Round your answer to the nearest whole hour.

B20. Please indicate if you engaged in any of the following during this activity (check all that apply).

- ☐ Had someone observe and provide feedback on your teaching
- ☐ Presented material or instructed others
- ☐ Lead a discussion

B21. Have you discussed or shared what you learned with others in your school who did NOT attend the activity?

- ☐ Yes
- ☐ No

B22. Was this activity consistent with your own goals for your professional development?

- ☐ Yes
- ☐ No

B23. Was this activity aligned with state content standards?

- ☐ Yes
- ☐ No

B24. Please rate the overall quality of the activity, including the main activity and any preliminary activities or formal follow-up sessions.

- ☐ Excellent
- ☐ Good

☐ Fair

☐ Poor

B25. Please indicate the degree of impact you expect the activity to have on your classroom practices.

☐ High

☐ Medium

☐ Low

☐ None

Next >

Thank you for completing the Survey of Professional Development Activities!

Click the Finish button below to submit your survey entry.

Finish

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Appendix D: CASL Participant Log

Note: Intervention teachers will be asked to complete 14 logs – a start-up log, and a log for each of the 13 chapters in CASL. Included here are the start-up log and logs for chapters 1, 8, and 13. Most of the logs will follow the format of the chapter 1 log, with information specific to the chapter inserted where needed. The logs for chapters 8 and 13 include some additional items.

Classroom Assessment FOR Student Learning Study

CASL Participant Log

Learning Team Start-Up

Please provide the information below, then click Next to enter the log.

First name:

Last name:

School name:

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[Next >](#)

Learning Team Start-Up

1. Today's date:

2. How many people are on your Learning Team?

3. Is membership on the Learning Team voluntary or mandatory?

- ☐ Voluntary
- ☐ Mandatory

4. Will any team member(s) be acting as manager or facilitator of the team?

- ☐ Yes
- ☐ No

Next >



Learning Team Start-Up

4a. How is the manager role assigned?

- ☐ One or two person(s) will serve as manager for the entire life of the team
- ☐ The manager role rotates amongst members
- ☐ Different members fill different managerial responsibilities
- ☐ Other (describe)

4b. What are the team manager(s)' responsibilities? Check all that apply.

- ☐ Post the schedule of team meetings
- ☐ Complete the team meeting log
- ☐ Monitor meeting time so all members have an opportunity to share
- ☐ Bring materials needed for the meeting
- ☐ Other (describe)

Next >

Learning Team Start-Up

5. Did your learning team establish group operating principles?

☐ Yes

☐ No

Next >



Learning Team Start-Up

5a. What group operating principles did your team establish? Check all that apply.

- ☐ Commit to doing the work—the reading & activities we select
- ☐ Commit to attending all meetings
- ☐ Stick to the topic or task during the meeting
- ☐ Keep the focus on the students
- ☐ Involve everyone; make sure all voices are heard
- ☐ Be an active listener; seek to understand as well as be understood
- ☐ Other (describe)

Next >



Learning Team Start-Up

6. Did your team set a meeting schedule?

☐ Yes

☐ No

7. Has your team chosen a regular place to meet?

☐ Yes

☐ No

8. Did your team establish a reading and assignment schedule?

☐ Yes

☐ No

9. Do you and your Learning Team members have a common purpose or goal for your Learning Team?

☐ Yes

☐ No

9a. If your team has a common purpose or goal, please state it below.

Thank you for completing the Start-Up Log!

Click the Finish button below to submit your entry.

Finish

Classroom Assessment FOR Student Learning Study

CASL Participant Log

For Chapter 1: Classroom Assessment: Every Student a Winner!

Please provide the information below, then click Next to enter the log.

First name:

Last name:

School name:

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Next >

Participant Log for Chapter 1, Classroom Assessment: Every Student a Winner!

1. Today's date:

2. Did you read the CASL text Chapter 1 ("Classroom Assessment: Every Student a Winner!")?

- ☐ Yes, completely
- ☐ Yes, partially
- ☐ No, not at all

3. Please check which Individual Study and Reflection activities you completed.

- ☐ 1.1 Program Introduction
- ☐ 1.2 Emily's Interview
- ☐ 1.3 Case Comparison: Emily and Krissy
- ☐ 1.4 Case Comparison: Emily and Mr. Heim's Class
- ☐ 1.5 Evaluating Assessment Quality
- ☐ 1.6 Watch Video, "Assessment for Student Motivation"
- ☐ 1.7 Classroom Assessment Confidence Questionnaire

4. How many Learning Team meetings did your team have on this chapter?

5. Of these meetings, how many did you attend?

6. How useful was/were the Learning Team Meeting(s) on this chapter?

- ☐ I did not attend any meetings.
- ☐ Not at all useful
- ☐ A little useful

- ☐ Somewhat useful
- ☐ Very useful

7. To what extent did the Learning Team meeting(s) for this chapter focus on important content of the chapter?

- ☐ I did not attend any meetings.
- ☐ Hardly at all
- ☐ A little
- ☐ To some extent
- ☐ To a great extent

8. During the Learning Team meeting(s) for this chapter, to what extent did you share the following with the team?

a. Ways that you have implemented the CASL techniques in your classroom

- ☐ I did not attend any meetings.
- ☐ Hardly at all
- ☐ A little
- ☐ To some extent
- ☐ To a great extent

b. Results you have seen from using the CASL techniques

- ☐ I did not attend any meetings.
- ☐ Hardly at all
- ☐ A little
- ☐ To some extent
- ☐ To a great extent

9. How many total hours did you spend on Chapter 1, including reading, completing activities, trying out applications in the classroom, reflecting, & participating in Learning Team Meetings? Round your answer to the nearest hour.

10. Briefly list how you are applying what you're learning from CASL in your classroom practice:

Thank you for completing the Participant Log!

Click the Finish button below to submit your entry.

Finish



Classroom Assessment FOR Student Learning Study

CASL Participant Log

For Chapter 8: Personal Communication as Assessment

Please provide the information below, then click Next to enter the log.

First name:

Last name:

School name:

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Next >



Participant Log for Chapter 8: Personal Communication as Assessment

1. Today's date:

2. Did you read the CASL text Chapter 8 ("Personal Communication as Assessment")?

- ☐ Yes, completely
- ☐ Yes, partially
- ☐ No, not at all

3. Please check which Individual Study and Reflection activities you completed.

- ☐ 8.1 Learning Targets Best Assessed with Personal Communication
- ☐ 8.2 Generate Oral Questions
- ☐ 8.3 Practice Questioning Strategies
- ☐ 8.4 Scored Discussion
- ☐ 8.5 Journal Icons

4. Are you keeping a portfolio to track your learning with CASL?

- ☐ Yes
- ☐ No

5. Of the 10 "Additional Portfolio Entries to Represent Learning" from Parts 1 and 2 (page 273-275), please indicate how many of the entries you completed.

6. How many Learning Team meetings did your team have on this chapter?

7. Of these meetings, how many did you attend?

8. How useful was/were the Learning Team Meeting(s) on this chapter?

- ☐ I did not attend any meetings.
- ☐ Not at all useful
- ☐ A little useful
- ☐ Somewhat useful
- ☐ Very useful

9. To what extent did the Learning Team meeting(s) for this chapter focus on important content of the chapter?

- ☐ I did not attend any meetings.
- ☐ Hardly at all
- ☐ A little
- ☐ To some extent
- ☐ To a great extent

10. During the Learning Team meeting(s) for this chapter, to what extent did you share the following with the team?

a. Ways that you have implemented the CASL techniques in your classroom

- ☐ I did not attend any meetings.
- ☐ Hardly at all
- ☐ A little

- ☐ To some extent
- ☐ To a great extent

b. Results you have seen from using the CASL techniques

- ☐ I did not attend any meetings.
- ☐ Hardly at all
- ☐ A little
- ☐ To some extent
- ☐ To a great extent

11. How many total hours did you spend on Chapter 8 , including reading, completing activities, trying out applications in the classroom, reflecting, & participating in Learning Team Meetings? Round your answer to the nearest hour.

12. Briefly list how you are applying what you're learning from CASL in your classroom practice:

13. Please indicate the amount of support your school administrator(s) has/have provided your Learning Team since you began CASL.

- ☐ Hardly any support at all
- ☐ A little support
- ☐ Some support
- ☐ A great deal of support

Thank you for completing the Participant Log!

Click the Finish button below to submit your entry.

Finish



Classroom Assessment FOR Student Learning Study

CASL Participant Log

For Chapter 13: Practical Help with Standardized Tests

Please provide the information below, then click Next to enter the log.

First name:

Last name:

School name:

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Next >



Participant Log for Chapter 13: Practical Help with Standardized Tests

1. Today's date:

2. Did you read the CASL text Chapter 13 ("Practical Help with Standardized Tests")?

- ☐ Yes, completely
- ☐ Yes, partially
- ☐ No, not at all

3. Please check which Individual Study and Reflection activities you completed.

- ☐ 13.1 Standardized Tests Used in Your District
- ☐ 13.2 A Definitions Pretest
- ☐ 13.3 Hills' Handy Hints
- ☐ 13.4 Interpret Your Own Standardized Test Report
- ☐ 13.5 Use Item Formulas to Help Students Learn
- ☐ 13.6 Translate Standardized Test Jargon into Student-Friendly Language
- ☐ 13.7 When Grades Don't Match the State Assessment Results
- ☐ 13.8 A Definitions Posttest

4. How many Learning Team meetings did your team have on this chapter?

5. Of these meetings, how many did you attend?

6. How useful was/were the Learning Team Meeting(s) on this chapter?

- ☐ I did not attend any meetings.

- ☐ Not at all useful
- ☐ A little useful
- ☐ Somewhat useful
- ☐ Very useful

7. To what extent did the Learning Team meeting(s) for this chapter focus on important content of the chapter?

- ☐ I did not attend any meetings.
- ☐ Hardly at all
- ☐ A little
- ☐ To some extent
- ☐ To a great extent

8. During the Learning Team meeting(s) for this chapter, to what extent did you share the following with the team?

a. Ways that you have implemented the CASL techniques in your classroom

- ☐ I did not attend any meetings.
- ☐ Hardly at all
- ☐ A little
- ☐ To some extent
- ☐ To a great extent

b. Results you have seen from using the CASL techniques

- ☐ I did not attend any meetings.

- ☐ Hardly at all
- ☐ A little
- ☐ To some extent
- ☐ To a great extent

9. How many total hours did you spend on Chapter 13, including reading, completing activities, trying out applications in the classroom, reflecting, & participating in Learning Team Meetings? Round your answer to the nearest hour.

10. Briefly list how you are applying what you're learning from CASL in your classroom practice:

11. Please indicate the amount of support your school administrator(s) has/have provided your Learning Team this past semester.

- ☐ Hardly any support at all
- ☐ A little support
- ☐ Some support
- ☐ A great deal of support

Thank you for completing the Participant Log!

Click the Finish button below to submit your entry.

Finish



Appendix E: Test of Assessment Knowledge

Classroom Assessment FOR Student Learning Study

Test of Assessment Knowledge

Please provide the information below, then click **Next** to enter the survey.

First name:

Last name:

School name:

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Next >



We want to know more about your understanding of assessment. Please read each question carefully and choose the best answer. Please indicate your answer choice by clicking on the circle next to your choice.

1. The primary users of formative assessments are policy makers, program planners, and school administrators.

- ☐ a. True
- ☐ b. False

2. Which of the following is a use of formative assessment?

- ☐ a. Certifying student competence
- ☐ b. Sorting students according to achievement
- ☐ c. Advising students about their progress
- ☐ d. Forming opinions on students' proficiency

3. Which of the following is the best example of a summative assessment?

- ☐ a. Report card grade
- ☐ b. Student self-assessment
- ☐ c. Portfolio
- ☐ d. Parent-teacher conference

4. Which strategy helps clarify instructional objectives to students?

- ☐ a. Showing examples of strong and weak work
- ☐ b. Returning graded papers quickly
- ☐ c. Explaining to students their standardized test results
- ☐ d. Providing clear due dates for student projects

Next >

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For items 5-10, choose the type of learning that best represents the instructional objective.

5. Constructing bar graphs in math

- ☐ a. Knowledge
- ☐ b. Reasoning
- ☐ c. Skill
- ☐ d. Product
- ☐ e. Disposition

6. Choosing to read for enjoyment in language arts

- ☐ a. Knowledge
- ☐ b. Reasoning
- ☐ c. Skill
- ☐ d. Product
- ☐ e. Disposition

7. Correctly using lab equipment to gather data in science

- ☐ a. Knowledge
- ☐ b. Reasoning
- ☐ c. Skill
- ☐ d. Product
- ☐ e. Disposition/attitude

8. Comparing and contrasting cultural aspects of the English-speaking and Spanish-speaking worlds

- ☐ a. Knowledge
- ☐ b. Reasoning
- ☐ c. Skill
- ☐ d. Product
- ☐ e. Disposition

9. Defining prime numbers in math

- ☐ a. Knowledge

- ☐ b. Reasoning
- ☐ c. Skill
- ☐ d. Product
- ☐ e. Disposition

10. Intending to vote in elections in the future

- ☐ a. Knowledge
- ☐ b. Reasoning
- ☐ c. Skill
- ☐ d. Product
- ☐ e. Disposition

Next >

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For items 11-19, choose the most appropriate form of assessment for each instructional goal.

11. Students will be able to correctly pronounce five Spanish verbs.

- ☐ a. Multiple-choice
- ☐ b. Short answer
- ☐ c. Extended response
- ☐ d. Performance assessment

12. Students will be able to describe the concept of supply and demand and how it affects prices.

- ☐ a. Multiple-choice
- ☐ b. Short answer
- ☐ c. Extended response
- ☐ d. Performance assessment

13. Students will be able to read aloud with fluency.

- ☐ a. Multiple-choice
- ☐ b. Short answer
- ☐ c. Extended response
- ☐ d. Performance assessment

14. Students will be able to supply two key facts about each character in the story.

- ☐ a. Multiple-choice
- ☐ b. Short answer
- ☐ c. Extended response
- ☐ d. Performance assessment

15. Students will be able to identify the correct verb form for a sentence.

- ☐ a. Multiple-choice
- ☐ b. Short answer
- ☐ c. Extended response
- ☐ d. Performance assessment

16. Students will be able to lead a small-group discussion.

- ☐ a. Multiple-choice
- ☐ b. Short answer
- ☐ c. Extended response
- ☐ d. Performance assessment

17. Students will be able to write a topic sentence for a paragraph they are given.

- ☐ a. Multiple-choice
- ☐ b. Short answer
- ☐ c. Extended response
- ☐ d. Performance assessment

18. Students will be able to describe how a bill becomes a law.

- ☐ a. Multiple-choice
- ☐ b. Short answer
- ☐ c. Extended response
- ☐ d. Performance assessment

19. Students will be able to correctly choose the definition of the word "denominator."

- ☐ a. Multiple-choice
- ☐ b. Short answer
- ☐ c. Extended response
- ☐ d. Performance assessment

Next >

20. Many studies have advocated for the following in order to increase motivation and achievement among students:

- ☐ a. Reducing both evaluative feedback and descriptive feedback
- ☐ b. Reducing evaluative feedback and increasing descriptive feedback
- ☐ c. Increasing evaluative feedback and decreasing descriptive feedback
- ☐ d. Increasing both evaluative feedback and descriptive feedback

21. Project documentation, growth, achievement, competence, and celebration are five basic purposes of which of the following?

- ☐ a. Standardized tests
- ☐ b. Oral examination
- ☐ c. Extended response
- ☐ d. Rubrics
- ☐ e. Portfolios

Next >

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For questions 22-26, choose whether a norm- referenced or criterion-referenced test is more appropriate for the situation.

22. Choosing one student out of 20 to receive a citizenship award

- ☐ a. Norm-referenced test
- ☐ b. Criterion-referenced test

23. Using a rubric to determine whether a student's essay deserves an A

- ☐ a. Norm-referenced test
- ☐ b. Criterion-referenced test

24. Assigning C's to students whose quiz scores fall between 70% and 79% correct

- ☐ a. Norm-referenced test
- ☐ b. Criterion-referenced test

25. Selecting the five lowest-performing math students for an afterschool tutoring program

- ☐ a. Norm-referenced test
- ☐ b. Criterion-referenced test

26. Describing students as "meeting standards" or "not meeting standards" by comparing their state achievement test scores to statewide score cutoffs

- ☐ a. Norm-referenced test
- ☐ b. Criterion-referenced test

Next >



27. You are writing a test to assess student learning of a set of standards. Which of the following should you consider in deciding how many items to write for each standard?

- ☐ a. Breadth and depth of learning objectives
- ☐ b. Balance between different assessment methods
- ☐ c. Possible sources of bias
- ☐ d. Student proficiency levels

28. You need to assess your class's knowledge of a large number of facts. Which would be the most effective assessment for this task?

- ☐ a. Multiple-choice
- ☐ b. Oral question and answer
- ☐ c. Essay
- ☐ d. Performance assessment

29. It is best to wait to create the scoring rubric for essay tests until after getting the students' completed tests back.

- ☐ a. True
- ☐ b. False

30. Which of the following is a potential source of bias in a multiple-choice test?

- ☐ a. Improper sampling of the content domain
- ☐ b. Assigning different weights to items
- ☐ c. Requiring a high reading level
- ☐ d. Guessing

31. Performance assessment is a good way to get students involved in assessment.

- ☐ a. True
- ☐ b. False

Next >

32. Check the box in front of those statement(s) which describe strategies that can improve class discussions. Choose all that apply.

- ☐ Wait at least 5 seconds for students to respond to a question.
- ☐ Have students discuss questions in small groups.
- ☐ Call on a student to respond, and then ask the question.
- ☐ Repeat students' answers back to them.
- ☐ Call on only those students who raise their hand.
- ☐ Have students respond to each others' answers.
- ☐ Ask students to clarify and expand on their answers.
- ☐ Plan discussion questions in advance.

Next >



33. Possible limitation of True/False questions include:

- ☐ a. Can be hard to identify plausible distracters
- ☐ b. The process of elimination can skew scores
- ☐ c. Guessing can skew scores
- ☐ d. Cannot measure a variety of objectives

34. When writing fill-in-the-blank items, it is preferential to have only one blank per question for students to complete.

- ☐ a. True
- ☐ b. False

35. With “matching” questions (i.e., those that require students to match items in one column with the correct items in another), both columns must contain the same number of items.

- ☐ a. True
- ☐ b. False

36. Which of the following types of learning is NOT suitable to being assessed using performance assessment?

- ☐ a. Performance of a task
- ☐ b. Recall of facts
- ☐ c. Reasoning skills
- ☐ d. Production of a product

37. Which of the following is the most appropriate assessment method to use with very young students?

- ☐ a. Fill in the blank
- ☐ b. Performance assessment
- ☐ c. True/false test
- ☐ d. Portfolio assessment

38. What is the best assessment method to efficiently determine if students have acquired the content from a broad body of knowledge?

- ☐ a. Multiple choice
- ☐ b. Extended response
- ☐ c. Performance assessment
- ☐ d. Portfolio assessment

39. In order for an assessment to effectively assess reasoning the question must:

- ☐ a. Have multiple parts
- ☐ b. Be in an unfamiliar context
- ☐ c. Assess a deep level of knowledge
- ☐ d. Include comparison and contrast

Next >



40. Conferences, class discussions, journals, and logs are all varieties of the following:

- ☐ a. Selected response assessment
- ☐ b. Short answer assessment
- ☐ c. Extended written response assessment
- ☐ d. Personal communication assessment

41. Comparing and contrasting, classifying, and evaluating are all types of which learning objective?

- ☐ a. Knowledge
- ☐ b. Reasoning
- ☐ c. Skill
- ☐ d. Product
- ☐ e. Disposition/attitude

42. Which of the following grading practices will provide an accurate reflection of academic achievement?

- ☐ a. Assigning grades using preset standards
- ☐ b. Assigning zeros for missed tests and/or assignments
- ☐ c. Including effort in the grading
- ☐ d. Including work from the entire grading period in the final grade

43. If Susan obtained a grade equivalent score of 9.2 on a reading test, it is safe to assume that she would be successful in a ninth grade reading class.

- ☐ a. True
- ☐ b. False

44. Johnny, a third grade student, scored at the 30th percentile in arithmetic at the end of the year. This can be considered a failing score, and Johnny may need to be retained at the third grade level in arithmetic so that he will not be handicapped in the future.

- ☐ a. True
- ☐ b. False

45. Which of the following divides scores into 9 broad categories based on percentiles? The range goes from 1 to 9.

- ☐ a. Raw score
- ☐ b. Percentile
- ☐ c. Stanine
- ☐ d. Grade equivalent
- ☐ e. Competency level

46. Which of the following includes a number of questions answered correctly or total number of points earned? The range goes from zero to the total possible.

- ☐ a. Raw score
- ☐ b. Percentile
- ☐ c. Stanine
- ☐ d. Grade equivalent
- ☐ e. Competency level

47. Which of the following includes the level of mastery of content? Levels are set by panels of experts.

- ☐ a. Raw score
- ☐ b. Percentile
- ☐ c. Stanine
- ☐ d. Grade equivalent
- ☐ e. Competency level

48. Which of the following includes the percent of students in a norm group that score below any particular raw score? The range goes from 0 to 99.

- ☐ a. Number correct
- ☐ b. Percentile
- ☐ c. Stanine
- ☐ d. Grade equivalent
- ☐ e. Competency level

Next >

49. Grade equivalent scores are most useful for:

- ☐ a. Determining the grade level at which a student is performing
- ☐ b. Comparing a student with his or her peers
- ☐ c. Instructional planning
- ☐ d. Monitoring learning progress

50. The same test cannot provide both norm-referenced and criterion-referenced score interpretations.

- ☐ a. True
- ☐ b. False

51. A standardized norm-referenced test can only include multiple-choice items.

- ☐ a. True
- ☐ b. False

52. A well-designed compare/contrast test question does not use examples covered during instruction.

- ☐ a. True
- ☐ b. False

53. Which of the following practices is important when ensuring the quality of a multiple choice assessment?

- ☐ a. Use a reading level targeted at the best readers in your class
- ☐ b. Provide grammatical hints within the item or material presented
- ☐ c. Highlight words such as Not, Most, Least, and Except
- ☐ d. Vary the length of the response options

54. What is the primary purpose of asking students to write practice exercises and responses?

- ☐ a. To provide students information about areas they are not yet mastering
- ☐ b. To provide teachers additional test items to use on alternate versions of a test
- ☐ c. To teach students how to offer descriptive feedback to peers
- ☐ d. To use during student goal setting conferences

55. When is an extended written response assessment most effective?

- ☐ a. To assess a large number of students
- ☐ b. To test the quality of students' reasoning skills
- ☐ c. To test knowledge-level learning targets
- ☐ d. To test English language proficiency levels

Next >



56. Which assessment practice is subject to bias in the form of stereotyping?

- ☐ a. Multiple choice questions
- ☐ b. Portfolio presentations
- ☐ c. Extended written responses
- ☐ d. Personal communication

57. Which of the factors listed is an important strength of the interview or conference method of assessment?

- ☐ a. A formal, structured nature
- ☐ b. The ability to help shy students represent their achievement
- ☐ c. A tendency to increase student accountability
- ☐ d. Efficiency with large numbers of students

58. What information should be included in descriptive feedback to motivate students?

- ☐ a. How the student performed poorly on the assignment
- ☐ b. What a student's final grade will be based on the current assignment
- ☐ c. How the student performed relative to other students in the class
- ☐ d. What the student can do to accomplish the next step in learning

59. All assessments that result in a grade are formative assessments.

- ☐ a. True
- ☐ b. False

60. Which practice leads to a fair, accurate reflection of academic achievement?

- ☐ a. Assigning zeros for missed assignments or tests
- ☐ b. Making final grades norm referenced
- ☐ c. Making final grades criterion referenced
- ☐ d. Assigning higher or lower grades based on student behavior

61. Which purpose is a report card intended to achieve?

- ☐ a. Motivating students
- ☐ b. Communicating about student behavior
- ☐ c. Ranking students in classes or schools
- ☐ d. Communicating about student achievement

62. Which of the following functions are NOT served by portfolios of student work?

- ☐ a. To improve communication about complex student learning targets
- ☐ b. To promote student learning
- ☐ c. To help students reflect on their learning
- ☐ d. To collect all student work related to a project

63. Which assessment method helps students understand the depth of their learning?

- ☐ a. Report card
- ☐ b. Multiple choice quiz
- ☐ c. Oral report
- ☐ d. Rubric
- ☐ e. Portfolio

Next >



64. Conferences fall into five general categories according to their purposes. Place the letter for the purpose in the space next to its matching conference category. Responses may be used only once.

Purposes:

- a. Reporting strengths and weaknesses
- b. Sharing information about current status
- c. Observing oral reading skills
- d. Sharing evidence of improvement
- e. Sharing how one student’s work compares with another
- f. Planning for improvement relative to a problem
- g. Guiding for next steps in learning

Conference categories:

| | |
|-------------------------|----------------------|
| Goal Setting | <input type="text"/> |
| Intervention | <input type="text"/> |
| Demonstration of Growth | <input type="text"/> |
| Achievement | <input type="text"/> |
| Feedback | <input type="text"/> |

Next >



65. Conferences are an effective way for students to track their progress.

- ☐ a. True
- ☐ b. False

66. A scoring guide for a performance assessment should provide

- ☐ a. A checklist of important criteria
- ☐ b. A clear picture of what constitutes quality
- ☐ c. Objective judgments of student work
- ☐ d. A method to eliminate extraneous factors from students' scores

67. A high quality extended response item should

- ☐ a. Include a single, well practiced task
- ☐ b. Provide an open context for students' response
- ☐ c. Specify the reasoning required
- ☐ d. Provide a rationale for the appropriate response

68. Exercise-specific scoring guides can be used

- ☐ a. As teaching tools
- ☐ b. To help students practice scoring their own work
- ☐ c. To score reasoning across various domains of knowledge
- ☐ d. To call out knowledge required in a correct response

69. A performance assessment is an assessment

- ☐ a. Based on observation and judgment
- ☐ b. Applicable to only formative assessment
- ☐ c. That requires the completion of only one task
- ☐ d. That typically involves a simple task

70. A performance assessment should do which of the following?

- ☐ a. Provide students with a choice of task
- ☐ b. Have only one correct response
- ☐ c. Elicit the correct behavior from the student

- ☐ d. Have written instructions for a writing task

71. Which of the following is true for multiple choice assessment items?

- ☐ a. They can measure a variety of learning objectives.
- ☐ b. They reduce the possibility of getting the right answer by guessing.
- ☐ c. They cannot provide diagnostic information.
- ☐ d. They assess the production of a response.

72. Matching questions are well suited for which of the following?

- ☐ a. Reducing scoring time
- ☐ b. When there are several plausible alternative correct answers
- ☐ c. Measuring association of related thoughts or facts
- ☐ d. Reducing the process of elimination

Finish



Appendix F: Teacher Work Samples

Classroom Assessment FOR Student Learning Study

Teacher Work Samples**Directions for Collecting Assignments and Student Work****Due:** _____

Please collect 3 assignments, with 4 graded samples of student work for each assignment. You will be asked to fill out a cover sheet for each assignment. Detailed instructions are given below.

We want to describe the nature of the math tasks that students do, what is expected of them, what feedback they are given, and how grades are assigned. Our descriptions depend on what you tell us, so please be explicit and detailed so we can be as accurate as possible. **If you have any questions about any of the following instructions, please contact the Study Director, Dr. Andrea Beesley, at 303-632-5541 or by email at abeesley@mcrel.org.** Thank you.

Adapted from Clare, L., Valdés, R., Pascal, J., & Steinberg, J.R. (2001). Teachers Assignments as Indicators of Instructional Quality in Elementary Schools. Los Angeles: CRESST.

REL Central's policy for the protection of research participants follows federal guidelines. Responses to this data collection will be used only for statistical purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific district, school, or individual. We will not provide information that identifies you or your district or school to anyone outside the study team, except as required by law.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is xxxx-xxxx. The time required to complete this information collection is estimated to average 60 minutes per respondent, including the time to review instructions, gather the data needed, and complete and review the information collected. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Sandra Garcia, Institute of Education Sciences, 555 New Jersey Avenue, S.W., Room 506C, Washington, D.C. 20208-4651.

INSTRUCTIONS:

1. COLLECT THE FOLLOWING 3 ASSIGNMENTS.

Between now and _____, collect 3 assignments with selected examples of graded or marked student work. These examples of student work should be papers that are ready to be returned to the students, with your marks and feedback included. Use assignments that ask students to do some individual work, and that reflect your lesson objectives. Do not create new assignments specifically for this study. Please collect one of each of the following types of assignments:

1. 1 example of homework **or** seatwork that asks students to show their work and explain their reasoning
2. 1 quiz **or** end-of-week assessment
3. 1 example of a performance assessment (such as creating a graph) **or** in-class project

2. FOR EACH OF THE 3 ASSIGNMENTS, COPY 4 SAMPLES OF STUDENT WORK showing student response to the assignment.

- **For each assignment, choose four samples from the same class. Choose two samples of work from students who achieved the assignment objectives, and two from students who did not achieve the assignment objectives.**

It is fine to choose different students' papers for different assignments. If there were no students who achieved the objectives on an assignment, attach a note explaining why you are not including any of those pieces of student work. In that case, please just give us samples of work from students who did not achieve the objectives.

- Date *and* mark the time each piece of student work was completed (e.g., 11/10/06, 1:15 pm). Copy the four sets of student work for each assignment.
- Please cross out or white out each student's name. (We prefer to receive students' work without their names so as to protect their privacy.) Please do not cover up any part of the student's work, your feedback, or grade. It is important for us to see the feedback comments or grades.
- Place an "Achieved Objectives" label on the papers of the students who achieved the objectives. Place a "Did Not Achieve Objectives" label on the papers of the students who did not achieve the objectives.

3. FILL OUT A COVER SHEET FOR EACH OF THE 3 ASSIGNMENTS.

Fill out the enclosed Cover Sheets for Teacher Assignments in the pockets in this folder.

- **Please attach the following to help us understand** the assignment and accompanying student work, such as the following:
 - Copy of the directions given to students (**please be as explicit as possible**)
 - Grading rubric or guidelines, and
 - Outline of the unit.
- Place the cover sheet with attached papers and the 4 pieces of student work in the appropriate pockets in this binder.

General Teacher Information Form
Classroom Assessment Study

Please provide the following information:

1. Your first name: _____
2. Your last name: _____
3. Your school: _____
4. Is there anything unusual about your math class that we should know when looking at the assignments and student work?

Thanks so much!

Cover Sheet for Homework or Seatwork Math Assignment

Date assigned: _____

- 1. Describe the assignment below in detail or attach a copy of the assignment directions to this sheet. Be sure to tell us exactly what directions were given to students.**

- 2. What was the source of this assignment?**

- ☐ I created it
- ☐ I selected it from a textbook
- ☐ I selected it from a workbook
- ☐ I selected it from other materials provided by the curriculum publisher
- ☐ I selected it from computer software
- ☐ Other: _____

- 3. Why did you create or select this particular assignment?**

- 4. What is/are the purpose(s) of this assignment (check all that apply)?**

- ☐ To check student progress toward a learning goal
- ☐ To provide student feedback on his or her understanding
- ☐ To assess skill proficiency
- ☐ To provide practice
- ☐ To provide opportunity to apply knowledge or skill in a new way/situation or for a new purpose
- ☐ As a unit pretest
- ☐ As a unit posttest

- 5. What were your learning goals for the students for this assignment? In other words, what skills, concepts, or facts did you want students to learn, practice or demonstrate as a result of completing this assignment?**

6. Check the type of learning goal/target this assignment addresses (check all that apply):

- ☐ Knowledge (facts)
- ☐ Reasoning (the ability to apply knowledge)
- ☐ Skill (something that must be demonstrated)
- ☐ Product (something that is created)
- ☐ Disposition (attitudes – not used for grading)

7. In preparing students for this assignment, how did you accommodate the range of student needs/skill levels in your classroom?

8. How does the assignment fit in with your unit or what you are teaching in your math class this month or this year? Is this an end-of-unit assessment? ☐ Yes ☐ No

9. How long did students take to complete the assignment? _____

10. What type of help, if any, did students receive to complete the assignment? ☐ none

(Check all that apply.) Help or feedback from: ☐ teacher ☐ teacher's aide ☐ other students

☐ parents ☐ others (explain): _____

11. How was this assignment assessed? If there is a rubric, student reflection, etc., please attach it. If you are not attaching a rubric, please explain your criteria for grading the work (if graded). Did you share these criteria with the students? ☐ Yes ☐ No

12. What criteria did you use to decide which papers met objectives and which did not? (especially if work was not graded originally or if different from #11 above)

13. Approximately what percent of students performed at the following levels on this assignment:

____% met objectives ____% partially met objectives ____% did not meet objectives

Cover Sheet for Quiz or End-of-Week Assessment

Date assigned: _____

- 1. Describe the assignment below in detail or attach a copy of the assignment directions to this sheet. Be sure to tell us exactly what directions were given to students.**

- 2. What was the source of this assignment?**

- ☐ I created it
- ☐ I selected it from a textbook
- ☐ I selected it from a workbook
- ☐ I selected it from other materials provided by the curriculum publisher
- ☐ I selected it from computer software
- ☐ Other: _____

- 3. Why did you create or select this particular assignment?**

- 4. What is/are the purpose(s) of this assignment (check all that apply)?**

- ☐ To check student progress toward a learning goal
- ☐ To provide student feedback on his or her understanding
- ☐ To assess skill proficiency
- ☐ To provide practice
- ☐ To provide opportunity to apply knowledge or skill in a new way/situation or for a new purpose
- ☐ As a unit pretest
- ☐ As a unit posttest

- 5. What were your learning goals for the students for this assignment? In other words, what skills, concepts, or facts did you want students to learn, practice or demonstrate as a result of completing this assignment?**

6. Check the type of learning goal/target this assignment addresses (check all that apply):

- ☐ Knowledge (facts)
- ☐ Reasoning (the ability to apply knowledge)
- ☐ Skill (something that must be demonstrated)
- ☐ Product (something that is created)
- ☐ Disposition (attitudes – not used for grading)

7. In preparing students for this assignment, how did you accommodate the range of student needs/skill levels in your classroom?

8. How does the assignment fit in with your unit or what you are teaching in your math class this month or this year? Is this an end-of-unit assessment? ☐ Yes ☐ No

9. How long did students take to complete the assignment? _____

10. What type of help, if any, did students receive to complete the assignment? ☐ none

(Check all that apply.) Help or feedback from: ☐ teacher ☐ teacher's aide ☐ other students

☐ parents ☐ others (explain): _____

11. How was this assignment assessed? If there is a rubric, student reflection, etc., please attach it. If you are not attaching a rubric, please explain your criteria for grading the work (if graded). Did you share these criteria with the students? ☐ Yes ☐ No

12. What criteria did you use to decide which papers met objectives and which did not? (especially if work was not graded originally or if different from #11 above)

13. Approximately what percent of students performed at the following levels on this assignment:

____% met objectives ____% partially met objectives ____% did not meet objectives

Cover Sheet for Performance Assessment or In-Class Project

Date assigned: _____

- 1. Describe the assignment below in detail or attach a copy of the assignment directions to this sheet. Be sure to tell us exactly what directions were given to students.**

- 2. What was the source of this assignment?**

- ☐ I created it
- ☐ I selected it from a textbook
- ☐ I selected it from a workbook
- ☐ I selected it from other materials provided by the curriculum publisher
- ☐ I selected it from computer software
- ☐ Other: _____

- 3. Why did you create or select this particular assignment?**

- 4. What is/are the purpose(s) of this assignment (check all that apply)?**

- ☐ To check student progress toward a learning goal
- ☐ To provide student feedback on his or her understanding
- ☐ To assess skill proficiency
- ☐ To provide practice
- ☐ To provide opportunity to apply knowledge or skill in a new way/situation or for a new purpose
- ☐ As a unit pretest
- ☐ As a unit posttest

- 5. What were your learning goals for the students for this assignment? In other words, what skills, concepts, or facts did you want students to learn, practice or demonstrate as a result of completing this assignment?**

6. Check the type of learning goal/target this assignment addresses (check all that apply):

- ☐ Knowledge (facts)
- ☐ Reasoning (the ability to apply knowledge)
- ☐ Skill (something that must be demonstrated)
- ☐ Product (something that is created)
- ☐ Disposition (attitudes – not used for grading)

7. In preparing students for this assignment, how did you accommodate the range of student needs/skill levels in your classroom?

8. How does the assignment fit in with your unit or what you are teaching in your math class this month or this year? Is this an end-of-unit assessment? ☐ Yes ☐ No

9. How long did students take to complete the assignment? _____

10. What type of help, if any, did students receive to complete the assignment? ☐ none

(Check all that apply.) Help or feedback from: ☐ teacher ☐ teacher's aide ☐ other students

☐ parents ☐ others (explain): _____

11. How was this assignment assessed? If there is a rubric, student reflection, etc., please attach it. If you are not attaching a rubric, please explain your criteria for grading the work (if graded). Did you share these criteria with the students? ☐ Yes ☐ No

12. What criteria did you use to decide which papers met objectives and which did not? (especially if work was not graded originally or if different from #11 above)

13. Approximately what percent of students performed at the following levels on this assignment:

____% met objectives ____% partially met objectives ____% did not meet objectives

Appendix G: Teacher Survey of Student Involvement

Classroom Assessment FOR Student Learning Study

Teacher Survey of Student Involvement

Occurring from Month DD, 200X through Month DD, 200X

Please provide the information below, then click Next to enter the survey.

First name:

Last name:

School name:

REL Central's policy for the protection of research participants follows federal guidelines. Responses to this data collection will be used only for statistical purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific district, school, or individual. We will not provide information that identifies you or your district or school to anyone outside the study team, except as required by law.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is xxxx-xxxx. The time required to complete this information collection is estimated to average 10 minutes per respondent, including the time to review instructions, gather the data needed, and complete and review the information collected. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Sandra Garcia, Institute of Education Sciences, 555 New Jersey Avenue, S.W., Room 506C, Washington, D.C. 20208-4651.

Next >

We are interested in the frequency of various activities that occurred in your math classroom during the period between DD/MM and DD/MM.

How many days of regular instruction were there in this time period (excluding any teacher inservice days, field trips, etc.)?

Number of instructional days between DD/MM and DD/MM

On how many different days during the time between DD/MM and DD/MM did you have most or all of your students do the following activities? Please enter the number of different instructional days for each of the following items. For example, if you had most or all of your students discuss learning objectives on 3 different days during the time between DD/MM and DD/MM, you would enter '3' for Number 1.

Number of days:

1. Participate in a guided discussion of the learning objectives in math.

2. Explain in their own words what they are supposed to be learning in math.

3. Identify samples of their own high quality work in math.

4. Use a scoring guide or rubric to evaluate their own work in math class.

5. Revise their own math work to make it stronger in quality.

6. Keep a record of their own learning progress in math.

7. Explain in their own words what they know how to do well in math.

8. Explain in their own words what they need to do to improve their math skills.

9. Identify examples of strong and weak anonymous student work in math.

10. Comment on the quality of anonymous math work using a scoring guide or rubric.

11. Explain in their own words what was wrong with a math answer or piece of math work.

12. Explain in their own words how to correct a math answer or improve a piece of math work.

13. Work together to correct errors in their math assignments.

14. Make up practice math problems.

Thank you for completing the Teacher Survey of Student Involvement!

Click the Finish button below to submit your survey.

Finish

Appendix H: Student Survey of Motivation

Classroom Assessment FOR Student Learning Study

Student Survey of Motivation
Teacher Instructions

TEACHERS: PLEASE READ THE BELOW INSTRUCTIONS ALOUD TO YOUR STUDENTS BEFORE HANDING OUT THE FORMS.

We would like to ask you to respond to some sentences about your feelings about math. The information will be used in a study of math achievement.

We hope that you will respond to all the sentences, but if you don't want to respond to a sentence you do not have to. Responding to all the sentences should take you about 10 minutes.

Do not put your name on the form. No one in your family or your school will know how you answer these questions. There are no right or wrong answers.

Use a regular number 2 pencil to fill out the form. For each sentence, fill in the box for the answer that says how true the sentence is for you. Fill in the box you choose completely; don't mark it with an 'X' or a check mark.

Thank you for letting us know how you feel about math!

Teachers: please make sure your students fill in the boxes correctly.

Thank you for your time! If you have any questions about this survey, please contact Dr. Andrea Beesley, Study Director. She can be reached at REL Central at 303-632-5541 or by email at abeesley@mcrel.org.

Adapted from IRRE. (1998). Research Assessment Package for Schools (RAPS) Manual. Available at http://www.irre.org/publications/pdfs/RAPS_manual_entire_1998.pdf and Midgley, C., Maehr, M. L., Hruda, L. Z., Anderman, E., Anderman, L., Freeman, K. E., et al. (2000). Manual for the Patterns of Adaptive Learning Scales (PALS). Ann Arbor, MI: University of Michigan.

REL Central's policy for the protection of research participants follows federal guidelines. Responses to this data collection will be used only for statistical purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific district, school, or individual. We will not provide information that identifies you or your district or school to anyone outside the study team, except as required by law.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is xxxx-xxxx. The time required to complete this information collection is estimated to average 10 minutes per respondent, including the time to review instructions, gather the data needed, and complete and review the information collected. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Sandra Garcia, Institute of Education Sciences, 555 New Jersey Avenue, S.W., Room 506C, Washington, D.C. 20208-4651.

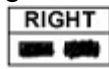
Student Survey of Motivation

-Read each of the following items. For each one, show us how true it is for YOU by filling in the box below one of the four answers: Very True, Sort of True, Not Very True, or Not at All True.

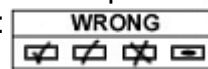
-There are no right or wrong answers.

-Use a regular No. 2 pencil.

-Fill in the boxes like this:



-Not like this:



| | Very True | Sort of True | Not Very True | Not at All True |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. I work very hard on my math work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I do my math homework because I like to do it. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I work on my math classwork because it's interesting. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I'm certain I can figure out how to do the most difficult math work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. I don't try very hard in math. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. I do my math homework because I want to understand the subject. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. I can do almost all the work in math if I don't give up. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. I work on my math classwork because I think it's important. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. I'm certain I can master the skills taught in math this year. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. I pay attention in math class. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. I work on my math classwork because I want to learn new things. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. I do my math homework because it's fun. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. I can do even the hardest work in math class if I try. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. I don't work very hard in math. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. I do my math homework because I want to learn new things. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Even if the math work is hard, I can learn it. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. When I'm in math class I just act as if I'm working. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. I work on my math classwork because doing well in math is important to me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. I work on my math classwork because it's fun. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| On this item, pick the answer that best describes how important it is to do your best in math. | Very Important | Sort of Important | Not Very Important | Not at All Important |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 20. How important is it to you to do the best you can in math? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Appendix I: Federal Register Notices

Appendix J: Draft School Memorandum of Understanding

**Memorandum of Understanding
between
McREL and [School]**

Study Responsibilities

McREL will provide *Classroom Assessment for Student Learning (CASL)* materials to each treatment school. This includes a book for each participating teacher and a set of DVDs for each school. McREL will provide each control school with the equivalent financial resource of the *CASL* program to balance the resources received by all schools in the study. McREL will also provide a user guide for treatment teacher teams and will lead a study orientation. McREL will monitor teacher use of *CASL* and the process of data collection. Responses to this data collection will be used only for statistical purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific district or individual. We will not provide information that identifies you or your district to anyone outside the study team, except as required by law. McREL will manage the distribution and return of study instruments, analyze the data, report findings, and provide stipends to participating teachers. McREL will assign all districts, schools and individual participants ID numbers and strip all identifying information from the data. No identifying information will be included in reports on this study.

[The school] will comply with random assignment of schools to treatment and control groups, and will not supply *CASL* materials to teachers in the control group. All 4th and 5th grade teachers in each treatment school will use the *CASL* program in a learning team and complete all data collection activities. Schools in the control group will continue their usual professional development practice, complete data collection activities, and refrain from using *CASL* until after study completion (fall 2009). Each school will select one site coordinator, who will help provide requested information to McREL. This involves distribution, collection and mailing of study materials.

I understand and agree to the above information. I have received a copy of this form for my files.

School Representative's Name: _____

Title: _____ **Phone:** _____

E-mail: _____

School Representative's Signature: _____ **Date:** _____

Principal Researcher's Signature: _____ **Date:** _____

Please return this agreement to:

**Dr. Bruce Randel, Principal Researcher
McREL
4601 DTC Blvd, Suite 500
Denver, CO 80237
Fax: (303) 337-3005**

Appendix K: Teacher Informed Consent Letter

Dear [insert teacher's name],

Recently, [principal's name] spoke with you about [insert school name]'s involvement in a study on classroom assessment. This study will be conducted by McREL (Mid-continent Research for Education and Learning). McREL is a non-profit research and learning organization. Our mission is to improve education quality through applied research and development.

McREL invites you to participate in a study of professional development in classroom assessment. The study will use a program called *Classroom Assessment for Student Learning* (CASL) (Stiggins, Arter, Chappuis & Chappius, 2004). CASL has been used in classrooms nationwide for more than ten years. The program has three important goals. The first is to identify learning targets from standards. The second is to bridge the gap between prior knowledge and grade-level expectations. The third is to use assessment to enhance student learning.

The purpose of this study is to determine if CASL can help raise student achievement. Your school will be randomly assigned to one of two groups.

- 1) TREATMENT: In fall of 2007, Grade 4 and 5 teachers will receive the CASL materials. Then, they will train with the program for a full school year, 2007-2008.
- 2) CONTROL: Grade 4 and 5 teachers will engage in professional development as usual using *any* program or activity that is not CASL. Each control school will receive the equivalent retail value of the CASL materials in order to balance the resources between the two groups.

Data collection is minimal and convenient for all teachers. Forms to fill out are brief, and most are online. We will assess teacher knowledge and collect student work samples three times during the 2-year study. All teachers will complete two surveys once per semester. One survey is on student involvement. The other is on professional development activities. Treatment teachers will complete one-page logs of their progress through the CASL program. Responses to this data collection will be used only for statistical purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific district or individual. We will not provide information that identifies you or your district to anyone outside the study team, except as required by law.

The study does not reduce instruction time. It is integrated into instruction. Students (with parent permission) complete a survey of motivation once per year. No additional student testing is involved. Achievement data are collected from state assessments.

Participation involves a number of benefits. You will receive a monetary stipend in increments for a total of \$300 by study end. You will have a chance to win an expense-

paid trip to a summer conference on classroom assessment. You will contribute to a high-visibility project on classroom assessment. Study results will allow you and others to decide if the *CASL* program is a good investment toward your student achievement goals.

McREL's policy for the protection of participants follows federal rules. Responses will be used only for data calculation. The reports of this study will not connect responses to a specific district, school, or individual. We will not identify you, your district, or school to anyone outside the study team, except as required by law.

Your participation in this study is voluntary. You may withdraw at any time. However, if you withdraw, you will not receive the full stipend. If you have any questions about the study or your participation, please call or email the Study Director, Dr. Andrea Beesley. She can be reached at McREL at 303-632-5541 or by email at abeesley@mcrel.org. She may also be reached by mail at:

Dr. Andrea Beesley, Study Director
Mid-continent Research for Education and Learning (McREL)
4601 DTC Boulevard, Suite 500
Denver, CO 80237
McREL's Study of Classroom Assessment and Student Achievement
Teacher Informed Consent

I read the information about the study purpose, procedures, and time frame. I also read McREL's promise of confidentiality. I understand that my participation is voluntary. I understand that I may withdraw at any time.

I understand that the purpose of random assignment is to study the causal effect of *CASL* on education. I understand that if my school is assigned to TREATMENT, I will use *CASL*. I understand that if my school is assigned to CONTROL, I will not use *CASL* until the study ends. I understand that the study runs for two school years, 2007–2008 and 2008–2009.

I received a copy of this form for my files. By signing this form, I agree to participate in McREL's study of *CASL*.

Teacher Name: _____

Phone: _____ E-mail: _____

Teacher Signature: _____ Date: _____

Principal Investigator's Signature: _____ Date: _____

Please return this signed Informed Consent to:

**Dr. Andrea Beesley, Study Director
Mid-continent Research for Education and Learning (McREL)
4601 DTC Boulevard, Suite 500
Denver, CO 80237**

Appendix L: Parent/Student Informed Consent Letter

September 6, 2007

Dear Families of 4th and 5th grade students:

This year, [*insert school name*]'s 4th and 5th grade teachers are working with a company called McREL to learn about how to improve teaching and learning. The purpose of the study is to learn if improving classroom assessment helps student motivation and success. Teachers will give students their normal classroom lessons as planned. This project will not take time away from the education set by the district.

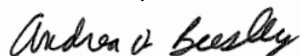
We ask for your permission for your child to be part of the study. This means your child will fill out a short survey on math motivation at the end of this school year, and at the end of next school year. It asks your child how true statements are, such as "I like to learn mathematics". It takes about 5 to 10 minutes to complete. A benefit is that it might help your child think about what it is like to learn math. The study will help educators know if and why improving classroom assessment helps children learn.

No personal information (names, birthdays, etc.) will be on the surveys. Your child's responses will be used only for statistical purposes. The reports we prepare for this study will not identify your child in any way. We will not provide information that identifies you, your child or your district to anyone outside the study team, except as required by law.

Your child's participation is voluntary. If you do *not* wish your child to be part of the study, please fill out the form on the next page. If you wish to take your child out of the study at any time, you may.

If you have any questions about the study or your child's part in it, please call [*insert school principal's name and phone number*]. You may also call or email me, the Study Director. I can be reached at McREL at 303-632-5541, by email at abeesley@mcrel.org, or by mail at **McREL 4601 DTC Boulevard, Suite 500, Denver, CO 80237**.

Sincerely,

A handwritten signature in cursive script that reads "Andrea Beesley".

Dr. Andrea Beesley, Researcher

If you DO NOT wish to give your permission, please:

- 1) Write your child's name on the line.*
- 2) Check ("X") in the box under it.*
- 3) Sign your name and write the date.*
- 4) Return this form to your child's teacher by September 15, 2007.*

[School Name]

[Teacher Name]

Child's name: _____

☐ My child does NOT have my permission to participate in the math motivation survey for McREL's study of classroom assessment.

Parent's Signature: _____

Date: _____

Appendix M: Privacy Act

Privacy Act of 1974 and Amendments

(as of Jan 2, 1991)

[From GPO US Code on CD-ROM (GPO S/N 052-001-004-00439-6)]

5 USC Sec. 552a
TITLE 5
PART I
CHAPTER 5
SUBCHAPTER II

Sec. 552a. Records maintained on individuals

(a) Definitions. - For purposes of this section -

(1) the term 'agency' means agency as defined in section 552(e) (FOOTNOTE 1) of this title;

(FOOTNOTE 1) See References in Text note below.

(2) the term 'individual' means a citizen of the United States or an alien lawfully admitted for permanent residence;

(3) the term 'maintain' includes maintain, collect, use, or disseminate;

(4) the term 'record' means any item, collection, or grouping of information about an individual that is maintained by an agency, including, but not limited to, his education, financial transactions, medical history, and criminal or employment history and that contains his name, or the identifying number, symbol, or other identifying particular assigned to the individual, such as a finger or voice print or a photograph;

(5) the term 'system of records' means a group of any records under the control of any agency from which information is retrieved by the name of the individual or by some identifying number, symbol, or other identifying particular assigned to the individual;

(6) the term 'statistical record' means a record in a system of records maintained for statistical research or reporting purposes only and not used in whole or in part in making any determination about an identifiable individual, except as provided by section 8 of title 13;

(7) the term 'routine use' means, with respect to the disclosure of a record, the use of such record for a purpose which is compatible with the purpose for which it was collected;

(8) the term 'matching program' -

(A) means any computerized comparison of -

(i) two or more automated systems of records or a system of records with non-Federal records for the purpose of -

(I) establishing or verifying the eligibility of, or continuing compliance with statutory and regulatory requirements by, applicants for, recipients or beneficiaries of, participants in, or providers of services with respect to, cash or in-kind assistance or payments under Federal benefit programs, or

(II) recouping payments or delinquent debts under such Federal benefit programs, or

(ii) two or more automated Federal personnel or payroll systems of records or a system of Federal personnel or payroll records with non-Federal records,

(B) but does not include -

(i) matches performed to produce aggregate statistical data without any personal identifiers;

(ii) matches performed to support any research or statistical project, the specific data of which may not be used to make decisions concerning the rights, benefits, or privileges of specific individuals;

(iii) matches performed, by an agency (or component thereof) which performs as its principal function any